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AUTHOR Kronowitz, Ellen
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ABSTRACT

This unit uses a learning center approach to helping elementary students learn about Israel. Following a rationale for implementing an interdisciplinary approach to global education, the unit discusses methodology and management of the program, which consists of seven independent learning centers and one library research center through which children rotate. Teachers are also expected to present lessons on selected aspects of Israeli culture to structure the learning. After completing all activities students will be able to describe various aspects of modern Israeli culture, compare Israeli culture with their own, and compare and contrast Israeli children's values with their own. Skills emphasized include gathering, organizing, interpreting and analyzing data, using reference materials to test hypotheses, working cooperatively, and doing hands-on work such as cooking. Suggestions for activities to begin the program, such as a slide show of Jerusalem dolls, are given, as well as a detailed list of activities to include with the art, music and dance, math, language, games, cooking, and artifact centers. Ideas for an Israel festival and a student contract conclude the unit. (IS)

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CENTERING ON GLOBAL EDUCATION

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Ellen Kronowitz
California State University
San Bernardino, CA 92407

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CENTERING ON ISRAEL

Ellen Kronowitz
California State University,
San Bernardino

Introduction

Rationale

The following learning centers on Israel have been developed for use with elementary school children.

The content derives from a real need to introduce children to global education early in their schooling. Early recognition of the similarities and differences that exist among people has always been a strong component of elementary social studies education. The intent is to stimulate interest in a different culture, not to teach everything there is to know about it.

Israel was chosen in particular because of the opportunities afforded by the Summer Seminar jointly sponsored by the Israel Ministry of Education and Culture and the U.S. Department of Education. Secondly, concrete materials were easily obtainable in Israel. And thirdly, young children need exposure to countries which appear in the headlines daily, so a foundation can be built for a deeper and broader understanding of world events.

Methodology

The learning center approach relies heavily on the use of concrete objects and sensory experiences in keeping with what we know about how children of this age assimilate new information.

Where there is no interest, there is no learning, and so activities have been selected which are engaging, varied and multipurpose. A variety of media and many games add interest.

There has been an attempt to integrate curriculum areas so that teachers can avoid curricular fragmentation and still accomplish "basic" instruction.

Management

The management system is designed to facilitate the attainment of the basic social studies process skills as well as the content. These skills can best be learned by children when the teacher adopts a facilitator role and guides them toward making choices, solving problems, working cooperatively, and doing simple research.

The management system, therefore, is comprised of seven independent learning centers and one library-research center through which children rotate using whatever system the teacher chooses to adopt. Contracts for completion of activities will serve as record keeping devices for the teacher and enable the children to gain a sense of responsibility through participation in the learning process.

Although the sample contract contains space for only six activities within each center, the teacher should feel free to add or delete activities as needed. It is hoped that the teacher will prepare lessons on selected aspects of Israeli culture to structure the learning and to provide a sense of continuity in learning. An excellent focus for teacher directed instruction

could be the filmstrip-cassette kit "Israel's Children" (Jam Handy, c/o Scott Graphics, Holyoke, Mass. 01040).

The Curriculum

Objectives After completing all activities the student will:

content

1. describe various aspects of modern Israeli culture.
2. compare Israeli culture with his/her own.

skills

3. gather, organize, interpret and analyse data.
4. use reference material to test hypotheses.
5. engage in authentic processes (cooking, batik, e.g.).
6. work cooperatively to accomplish tasks.

values

7. compare and contrast Israeli children's values with their own.

Initiation

After carefully preparing the environment (setting up all of the learning centers and creating bulletin boards), the teacher, dressed in typical garb or headgear, encourages the children to speculate on the focus of study and to tell what they already know and want to know about Israel.

This would be an appropriate time to show the slide show of Jerusalem dolls and explain the diverse nature of the Israeli population.

Art Center Activities

1. Create a mosaic using seeds after looking at the sample from the Church of the Multiplication of the Loaves and Fish and the Beit Alpha Synagogue.

2. Trace your body on butcher paper with the help of a friend. Review the slide show on Jerusalem dolls and find one that you like best. Use poster paint to dress your cut out body in this fashion.

3. Use the fabric crayons to draw a scene of Jerusalem in the style of the batik sample in the art center. When you are finished, the teacher will help you iron the drawing on to a piece of fabric. Remember, your final fabric will be a mirror image of what you draw. (Note that older children can work directly with hot wax and dyes to create real batiks.)

4. After examining the samples of Armenian pottery on the table closely, decorate one of the paper plates using this style. Use magic markers to obtain the bright colors.

5. Make a clay pot like the one you see on the art table. Start with a disc of clay. Make long coils of clay and place them on top of one another around the pot as shown in the diagram. Smooth out your pot when you have made it as tall as you would like.

6. Make a travel poster advertising Israel.

7. Design a new Israel flag.

8. Add to the large wall mural map of Israel. (Note: this will be a very large version of the drawing on the contract form.)

Music/Dance Center Activities

1. Try to sound the shofar. Find out what it is made of, why it is used and when it is used.

2. Compare the wooden flute to the recorder. How are they alike? How are they different? Use the recorder song book and play a tune.

3. Learn to dance Mayim and the Hora.

4. Learn the words to "Mayim" or "Artza Alinu" or "Hava Nagila" by listening to the cassette and following along with the words.

5. Read the rules for playing soccor. We will be playing during recess as soon as everyone has read the rules.

6. Listen to the record by Gevatron, "Kibbutz From Coast to Coast." Look at the inside of the record jacket. What jobs do these singers do on their kibbutzim when they are not performing?

Math Center Activities

1. Play the game of draydel following the directions printed on the card. Use the box of raisins for the "Kitty".

2. Calculate how much you weigh in Israel.

3. Find out the names of the men pictured on the 5, 10, 50 and 100 shekel notes. What is the contribution of each to the history of the State of Israel? Who are pictured on our 5, 10, 20 and 100 dollar bills? How do their achievements compare?

4. Use the flannel board money to see how much money there is all together. Use the current rate of exchange listed in today's newspaper to determine how many American dollars this is equivalent to.

5. How many shekels would you receive for the following amounts? Use the current rate of exchange: $25; $10; $5; $7; $8.50.

6. Use the distance chart on the map of Israel to find the distance in kilometers and miles from: Tel Aviv to Haifa; Eilat to Beersheva; from Jerusalem to Nazareth.

Language Center Activities

1. Use the stick puppets to create a play. (Kibbutznik, Orthodox Jew and Bedouin Woman.)

2. Use the headgear (kippa, kafia, kibbutz hat, army hat) to create a play.

3. Make a Hebrew name tag by using the templates.

4. Choose a postcard and write about the picture as if you were a guide.

5. Use the photo album to find a picture you would like to describe.

6. Become one of the objects in the artifact box. Tell how you look, how you feel, how you act, etc.

7. Read one of the books in the library. After you have finished it, make a poster advertising it to others.

Game Center Activities

1. Play "Bank Monopol Israel" (An Israeli version of Monopoly available from Hachaim Publishing, P.O. Box 8608, Jerusalem, Israel).

2. Play the card game "Views of Israel" (An Israeli version of Go Fish).

3. Play "Guess the Site" using the postcards with the answers on the back.

4. Play "Concentration" using the 8 postcards which have been cut in half.

5. Assemble the map of Jerusalem puzzle.

6. Play "Password" using words like: kibbutz, kafia, kippa, Jerusalem, Wailing Wall, etc.

7. Play "Family Feud" using categories such as: cities, leaders, names of valleys, citrus products, flowers, etc.

8. Classify all of the postcards into groups and label the groups.

Cooking Center Activities

All recipes can be scaled down for individual portions or for small group portions.

1. Make Felafel following the directions on card.

2. Make Eggplant salad.....

3. Make Hummus.....

4. Make Potato Latkes.....

5. Make T'hina.....

6. Make an Israeli breakfast.....

Artifact Center Activities

All the underlined items are sealed in coded baggies and are buried in a sand box. Children pull 6 of them out and find the corresponding letter coded activity cards. As each activity is completed the contract form is marked.

A. Israeli Flag: What does the symbol on the flag stand for? Why are the colors blue and white? When was the flag first flown? How is it like our flag? Different from our flag? What other symbols could have represented Israel?

B. Stamp Set: Make a list of things that the stamps tell you about Israel. Check out your "guesses" in a reference book. If you guessed right, put a check next to that item on your list.

C. Prayer Book: Describe the book. How is it the same as books you read; how is it different? Where else have you seen this kind of writing? What do you think the book is used for? Find a picture of the Western Wall. Do you see the book in use? How is it being used?

D. Oil Lamp: Describe the object. What do you think it was used for? Find a picture in one of the reference books. Were you right? What do we use in place of this today?

E. Miniature Pot and Shards: Compare the two pieces. What are they made of? How are they alike; different? Look up the term archaeology. What does an archaeologist hope to find out by digging in the earth?

F. Flowers of Israel Book: Find a guide to California flowers in the library. Which of the flowers and plants found in Israel are also found in California? Why do you think this is so?

Culmination: An Israel Festival

This is a synthesis level activity in which children dress in various costumes, perform the dances they have learned, sing the songs they have learned, display their artwork, and use Israeli play money to buy the Israeli food they have prepared. Parents and other classes are sent invitations lettered with דשן.

Contract

ISRAEL ישראל

Name _____

	1	2	3	4	5	6
art						
music/dance						
math						
language						
games						
cooking						
artifacts						